

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PHILLIPSBURG SCHOOL DISTRICT	School: Andover-Morris Elementary School
Chief School Administrator: MR. GEORGE CHANDO	Address: 712 South Main Street
Chief School Administrator's E-mail: chando.george@pburgsd.net	Grade Levels: 3 rd , 4 th , and 5 th
Title I Contact: Ms. Margie Markus	Principal: Debra Shelly
Title I Contact E-mail: markus.margie@pburgsd.net	Principal's E-mail: shelly.debra@pburgsd.net
Title I Contact Phone Number: 908-213-2705	Principal's Phone Number: 908-213-2543

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Debra Shelly

Debra Shelly

June 19, 2015

Principal's Name

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had _____ 3 _____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$3,311,646, which comprised 96.47% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$3,808,834, which will comprise 96.66% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2014-2015 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *“The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Margie Markus	NCLB Coordinator	X	X	X	
Debra Shelly	Principal	X	X	X	
Joan Ricker	Title I Interventionist	X	X	X	
Jillian Disidore	Title I Interventionist	X	X	X	
Trisha deBeer	Math Coach	X	X	X	
Denise Wall	5 th grade teacher	X	X	X	
Suzanne Metz	4 th grade teacher	X	X	X	
Nicole Gonzalez	Special education teacher	X	X	X	
Shannon Gumulak	Parent	X	X	X	
Heather Vangeli	Parent	X	X	X	
Daniel Degerolamo	Community member	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
April 9, 2015	Office	Needs Assessment	Yes	No	Yes	No
May 22, 2015	Office	Plan Development	X		X	
May 29, 2015	Office	Program Evaluation	X		X	

*Add rows as necessary.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<p>What is the school's mission statement?</p>	<p>The Phillipsburg School District, a proud and diverse learning community with a strong sense of tradition, ensures all students are afforded a safe, nurturing, and secure environment, while providing them with opportunities to be engaged in a rigorous and enriching program of study designed to prepare them for college and career. Mastery of the New Jersey Core Curriculum and Common Core State Standards empowers our graduates to become effective, lifelong learners and contributing members of their communities, representing the ideals of the Stateliner family.</p> <p>In the Phillipsburg School District, we believe that...</p> <ul style="list-style-type: none"> ❖ Each member of the school community is entitled to a safe, caring, learning environment. ❖ Every person is unique, important, and deserving of respect, understanding, and appreciation. ❖ Education is the shared responsibility of the student, school, home, and community. ❖ School success occurs when self-esteem is fostered and challenging work is meaningful. ❖ Daily attendance and participation maximize student achievement. ❖ Technological resources empower all stakeholders to succeed in an ever-changing society. ❖ Quality professional development drives innovation and continuous improvement within the school system. ❖ An engaging curriculum prepares students to become lifelong learners and contributing members of society. ❖ Membership in extra-curricular activities and athletics contributes to students' overall well-being. ❖ Multiple assessment strategies guide instruction and advance learning.
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SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

PSD students   Prepared | Self-Confident | Distinguished

SCHOOLWIDE COMPONENT: EVALUATION

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program (For schools approved to operate a schoolwide program prior to 2015-2016)

1. Did the school implement the program as planned?

Yes, at Andover-Morris School, in grades 3 through 5, the following Core Literacy Program components were implemented for the 2014-2015 school year: Balanced Literacy through Making Meaning, Guided Reading, Being a Writer, and SuccessMaker. STAR Reading is the Universal Screening Assessment used in grades 3-5. The following Response to Intervention (RTI) components were implemented during the 2014-2015 school year: System 44, READ180, Phonics for Reading, Fountas & Pinnell Leveled Literacy Intervention System, and Orton-Gillingham based on individual student needs.

Yes, at Andover-Morris School, in grades 3 through 5, the following Core Math Program components were implemented during the 2014-2015 school year: enVision Math Program, Guided Math, V-MathLive, and Sumdog. The following RTI components were implemented during the 2014-2015 school year: enVision Math Diagnostic Intervention System, VMath Live, Sumdog, and Focus Math based on individual student needs.

2. What were the strengths of the implementation process?

The programs listed above were researched and chosen by teams of teachers, administrators, and parents. Professional development was provided to implement these programs. On-going and sustained professional development was provided for implementation of the STAR assessments. One Title I teacher received 30 hours of comprehensive Orton-Gillingham training. Data is analyzed during quarterly collaboration meetings for literacy and math, as well as during monthly grade-level PLC meetings. This ongoing review of data is used to identify students in need of intervention. Time for RTI is built into the school's daily schedule.

SCHOOLWIDE COMPONENT: EVALUATION

3. What implementation challenges and barriers did the school encounter?

The challenges to implementation were the limited staff resources to adequately meet each student's needs, the number of high-risk students within each grade-level classroom, and time limitations.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Strength: Student needs were identified and addressed more efficiently with appropriate use of screening, interventions, and progress monitoring. Interventions were provided either within the classroom or through Title I support based on individual student literacy data. The classroom teachers provided Tier 2 interventions as a regular component of the math instruction utilizing the readiness tests and the quick checks to pull pre-teaching and re-teaching small groups. Those students who were identified as most at risk in math were given Tier 3 intervention by the math coach. Flexible groupings at all grade levels and subject areas were based on student data and analyzed at quarterly collaboration meetings.

Weakness: The ratio of high risk students to staff, as well as limited resources, makes it difficult to meet students' needs. Classroom space and availability inhibits small group instruction.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The programs listed above were researched and chosen by teams of teachers, administrators, and parents. Ongoing and sustained Professional Development was provided during the implementation year. Quarterly collaboration and monthly grade-level PLCs provided time to analyze data and identify individual student strengths and weaknesses in order to implement core components and RTI as needed for literacy and mathematics. Parents of at-risk students were invited to meet with the SHARP team to discuss the needs of their child and the interventions recommended.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

The Title teachers met regularly with the classroom teachers, and quarterly collaboration was utilized. Staff perceptions were also measured through data meetings, faculty meetings, School Improvement Panel Meetings, Collaboration Meetings, Common Planning Time/PLC's, PDP/APR, and SHARP Meetings. A needs assessment on the Title 1 program was administered and utilized to develop both the 2014-2015 and 2015-2016 school plans.

SCHOOLWIDE COMPONENT: EVALUATION

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

The parents were supportive of the help that their children were receiving. They were informed through teacher contact, classroom newsletters, report cards, and parent-teacher conferences. A Title I breakfast was held in which parents saw an overview of the PARCC assessments. Some pre-reading and comprehension strategies were demonstrated, as well as an overview of Rocket Math and activities to help children improve their math fluency.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc?)

In all classrooms, instruction is determined by the lesson goals/objectives and the instructional needs of the students. Delivery of the Common Core State Standards for Literacy is via large group lessons, small group guided lessons, or individually. Title I support in each classroom is delivered either individually or in small groups. Tier 2 RTI programs are delivered individually or in small groups during dedicated RTI sessions. Special Education teachers/Intervention Specialists provided Tier 3 interventions to the most at-risk students.

Delivery of the Core Components of Mathematics are in in a large group lesson, small group guided lesson, or individually. Interventions are delivered in a pre-teaching or re-teaching lesson. These interventions are conducted in small groups or individually in the classroom. The Math Coach and special education teachers provide small group RTI lessons (Focus Math) as a pull out program to the most at-risk students in mathematics twice per week.

9. How did the school structure the interventions?

Depending upon the needs of the students and the programs, interventions are implemented both in the classroom and in small group or individual instruction out of the classroom. Beginning of the year, benchmark, and formative assessments were used to determine student needs.

10. How frequently did students receive instructional interventions?

Students received instructional interventions in literacy and mathematics as determined by analysis of data and the RTI model on a weekly and/or daily basis.

SCHOOLWIDE COMPONENT: EVALUATION

11. What technologies did the school use to support the program?

The technologies used to support the program include the following: STAR Early Literacy/STAR Reading Assessments, Chrome Books, Google Classroom, Epson/Promethean Interactive White Boards, portable lap top carts, classroom computers, iPads, Active Expressions, scanners, and doc cams.

12. Did the technology contribute to the success of the program, and if so, how?

Yes, the implementation of STAR Early Literacy/STAR Reading as our universal screening allowed for more timely and efficient screening and progress monitoring of students in literacy. The result was increased time for Title I teachers to provide support and intervention to at-risk students. The addition of Chrome Books for each student in the school and the implementation of Google Classroom allowed for greater integration and differentiation of instruction, student collaboration, and authentic literacy experiences. The technologies gave the teachers the ability to fully implement programs and the Common Core State Standards in both literacy and mathematics. Use of technology also enhances the core instructional programs by making lessons interactive and increasing student engagement.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Grade 4	ANDOVER 34		ANDOVER Fountas and Pinnell LLI System Phonics for Reading System 44	Can't be determined at this point as the results of this year's PARCC results are not yet available.
Grade 5	ANDOVER 44		ANDOVER Fountas and Pinnell LLI System Phonics for Reading READ180	Can't be determined at this point as the results of this year's PARCC results are not yet available.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Grade 4	ANDOVER 13		enVision Math Diagnostic Intervention System VMath Live Sumdog Focus Math	Can't be determined at this point as the results of this year's PARCC results are not yet available.

SCHOOLWIDE COMPONENT: EVALUATION

Grade 5	ANDOVER 17		enVision Math Diagnostic Intervention System VMath Live Sumdog Focus Math	Can't be determined at this point as the results of this year's PARCC results are not yet available.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2014-2015

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
*Fountas and Pinnell Leveled Literacy Intervention System *Orton-Gillingham *Phonics for Reading	ELA, Students with Disabilities	N/A	STAR Assessments	ANDOVER Grade 3 <u>N/A</u>
	ELA, ELL Students	Yes	STAR Assessments	ANDOVER Students in grade 3 who participated in RTI increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>0%</u> ½ year to 1 year gain: <u>33% (1/3 students)</u> 1-2 year gain: <u>67% (2/3 students)</u> 2+ year gain: <u>0%</u>
	ELA, Homeless Students	Yes	STAR Assessments	ANDOVER Students in grade 3 who participated in RTI increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>50% (1/2 students)</u> ½ year to 1 year gain: <u>0%</u> 1-2 year gain: <u>50% (1/2 students)</u> 2+ year gain: <u>0%</u>
	ELA, Economically Disadvantaged	Yes	STAR Assessments	ANDOVER Students in grade 3 who participated in RTI increased

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>12% (3/26 students)</u> ½ year to 1 year gain: <u>23% (6/26 students)</u> 1-2 year gain: <u>50% (13/26 students)</u> 2+ year gain: <u>12% (3/26 students)</u>
*Fountas and Pinnell Leveled Literacy Intervention System *Orton-Gillingham *Phonics for Reading	ELA, Students with Disabilities	N/A	STAR Assessments	ANDOVER- Grade 4 <u>N/A</u>
	ELA, ELL Students	N/A	STAR Assessments	ANDOVER- Grade 4 <u>N/A</u>
	ELA, Homeless Students	N/A	STAR Assessments	ANDOVER- Grade 4 <u>N/A</u>
	ELA, Economically Disadvantaged	Yes	STAR Assessments	ANDOVER Students in grade 4 who participated in RTI increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>50% (11/22 students)</u> ½ year to 1 year gain: <u>18% (4/22 students)</u> 1-2 year gain: <u>23% (5/22 students)</u> 2+ year gain: <u>9% (2/22 students)</u>
*Fountas and Pinnell Leveled Literacy Intervention System *Orton-Gillingham *Phonics for Reading	ELA, Students with Disabilities	N/A	STAR Assessments	ANDOVER- Grade 5 <u>N/A</u>

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
	ELA, ELL Students	Yes	STAR Assessments	ANDOVER Students in grade 5 who participated in RTI increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>50% (1/2 students)</u> ½ year to 1 year gain: <u>50% (1/2 students)</u> 1-2 year gain: <u>0%</u> 2+ year gain: <u>0%</u>
	ELA, Homeless Students	Yes	STAR Assessments	ANDOVER Students in grade 5 who participated in RTI increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>0%</u> ½ year to 1 year gain: <u>0%</u> 1-2 year gain: <u>100% (1/1 students)</u> 2+ year gain: <u>0%</u>
	ELA, Economically Disadvantaged	Yes	STAR Assessments	ANDOVER Students in grade 5 who participated in RTI increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>27% (6/22 students)</u> ½ year to 1 year gain: <u>23% (5/22 students)</u> 1-2 year gain: <u>41% (9/22 students)</u> 2+ year gain: <u>9% (2/22 students)</u>
READ180 System 44	ELA, Students with Disabilities, Homeless	Yes	STAR Assessments	ANDOVER 3 rd Grade: Students in grade 3 increased their independent reading level, using the STAR Assessment, according to the

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				<p>following gains:</p> <p>Under ½ year gain: <u>100% (1/1)</u></p> <p>½ year to 1 year gain: <u>0%</u></p> <p>1-2 year gain: <u>0%</u></p> <p>2+ year gain: <u>0%</u></p> <p>4th Grade:</p> <p>Students in grade 4 increased their independent reading level, using the STAR Assessment, according to the following gains: N/A</p> <p>5th Grade:</p> <p>Students in grade 5 in increased their independent reading level, using the STAR Assessment, according to the following gains: N/A</p>
READ180 System 44	ELA, Students with Disabilities, Economically Disadvantaged	Yes	STAR Assessments	<p>ANDOVER</p> <p>3rd Grade:</p> <p>Students in grade 3 increased their independent reading level, using the STAR Assessment, according to the following gains:</p> <p>Under ½ year gain: <u>36% (5/14 students)</u></p> <p>½ year to 1 year gain: <u>7% (1/14 students)</u></p> <p>1-2 year gain: <u>50% (7/14 students)</u></p> <p>2+ year gain: <u>7% (1/14 students)</u></p> <p>4th Grade:</p> <p>Students in grade 4 increased their independent reading level, using the STAR Assessment, according to the</p>

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				<p>following gains:</p> <p>Under ½ year gain: <u>35% (6/17 students)</u></p> <p>½ year to 1 year gain: <u>12% (2/17 students)</u></p> <p>1-2 year gain: <u>47% (8/17 students)</u></p> <p>2+ year gain: <u>6% (1/17 students)</u></p> <p>5th Grade:</p> <p>Students in grade 5 in increased their independent reading level, using the STAR Assessment, according to the following gains:</p> <p>Under ½ year gain: <u>8% (1/12 students)</u></p> <p>½ year to 1 year gain: <u>25% (3/12 students)</u></p> <p>1-2 year gain: <u>41% (5/12 students)</u></p> <p>2+ year gain: <u>16% (2/12 students)</u></p>
Focus Math Re-teach of enVision	Mathematics, Students with Disabilities	Yes	Benchmark Scores, BOY/EOY Test	<p>Increase the percentage of skills mastered according to the CCSS.</p> <p>Grade 3: <u>1/1 (100%)</u> students increased by at least 20 points.</p> <p>Grade 4: <u>1/4 (25%)</u> students increased by at least 20 points.</p> <p>Grade 5: <u>0/1 (100%)</u> students increased by at least 20 points</p>
Focus Math Re-teach of enVision	Mathematics, ELL Students	Yes	Benchmark Scores, BOY/EOY Test	<p>Increase the percentage of skills mastered according to the CCSS.</p> <p>Grade 3: <u>N/A</u> students increased by at least 20 points</p> <p>Grade 4: <u>N/A</u> students increased by at least 20 points</p> <p>Grade 5: <u>1/1 (100%)</u> students increased by at least 20</p>

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				points
Focus Math Re-teach of enVision	Homeless Students	Yes	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 3: <u>1/1 (100%)</u> students increased by at least 20 points Grade 4: <u>N/A</u> students increased by at least 20 points Grade 5: <u>N/A</u> students increased by at least 20 points
Focus Math Re-teach of enVision	Economically Disadvantaged	Yes	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 3: <u>11/11 (100%)</u> students increased by at least 20 points. 5 students did not take the assessment. Grade 4: <u>11/17 (65%)</u> students increased by at least 20 points. 1 student did not take the Beginning of the Year Assessment. Grade 5: <u>11/17 (65%)</u> students increased by at least 20 points. 1 student did not take the Beginning of the Year Assessment.
VMath (Tier 2 Intervention)	Mathematics, Students with Disabilities	Yes	BOY/EOY Test	Grade 3: <u>1/1 (100%)</u> students increased by at least 20 points. Grade 4: N/A Grade 5: N/A
VMath (Tier 2 Intervention)	Mathematics, ELL Students	Yes	BOY/EOY Test	Grade 3: <u>1/1 (100%)</u> students increased by at least 20 points. Grade 4: N/A Grade 5: N/A
VMath (Tier 2 Intervention)	Mathematics, Homeless Students	Yes	BOY/EOY Test	Grade 3: <u>1/1 (100%)</u> students increased by at least 20 points. Grade 4: <u>1/1 (100%)</u> students increased by at least 20 points.

SCHOOLWIDE COMPONENT: EVALUATION

1	2	3	4	5
				Grade 5: N/A
VMath (Tier 2 Intervention)	Mathematics, Economically Disadvantaged	Yes	BOY/EOY Test	<p>Grade 3: <u>8/8 (100%)</u> students increased by at least 20 points.</p> <p>Grade 4: <u>6/7 (86%)</u> students increased by at least 20 points.</p> <p>Grade 5: <u>7/8 (88%)</u> students increased by at least 20 points.</p>

Extended Day/Year Interventions Implemented in 2014-2015 to Address Academic Deficiencies

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Extended Day Program	ELA	Yes	STAR Assessments	<p>Four skills from the CCSS were identified to focus on small group instruction</p> <p>3rd Grade:</p> <p>Students in grade 3 in Extended Day increased their independent reading level, using the STAR Assessment, according to the following gains:</p> <p>Under ½ year gain: <u>0%</u></p> <p>½ year to 1 year gain: <u>20% (2/10 students)</u></p> <p>1-2 year gain: <u>60% (6/10 students)</u></p> <p>2+ year gain: <u>20% (2/10 students)</u></p>

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
				<p>4th Grade:</p> <p>Students in grade 4 in Extended Day increased their independent reading level, using the STAR Assessment, according to the following gains:</p> <p>Under ½ year gain: <u>50% (8/16 students)</u></p> <p>½ year to 1 year gain: <u>19% (3/16 students)</u></p> <p>1-2 year gain: <u>19% (3/16 students)</u></p> <p>2+ year gain: <u>13% (2/16 students)</u></p> <p>5th Grade:</p> <p>Students in grade 5 in Extended Day increased their independent reading level, using the STAR Assessment, according to the following gains:</p> <p>Under ½ year gain: <u>43% (6/14 students)</u></p> <p>½ year to 1 year gain: <u>14% (2/14 students)</u></p> <p>1-2 year gain: <u>21% (3/14 students)</u></p> <p>2+ year gain: <u>21% (3/14 students)</u></p>
Extended Day Program	Mathematics	Yes	Pre and Post Assessment	Review VMath modules with activities reviewing CCSS, based on student needs.
	Students with Disabilities	Yes	Pre and Post Assessment	<p>3rd Grade: 1/1 (100%) increased by 10 points.</p> <p>4th Grade: N/A</p> <p>5th Grade: 1/2 (50%) increased by 10 points.</p>
	Homeless/Migrant	Yes	Pre and Post Assessment	<p>3rd Grade: 0/1 (0%) increased by 10 points.</p> <p>4th Grade: 1/1 (100%)</p> <p>5th Grade: N/A</p>
	ELLs	Yes	Pre and Post Assessment	3 rd Grade: 1/1 (100%) increased by 10 points.

SCHOOLWIDE COMPONENT: EVALUATION

	2	3	4	5
				4 th Grade: N/A 5 th Grade: N/A
	Economically Disadvantaged	Yes	Pre and Post Assessment	3 rd Grade: 8/11 (73%) increased by 10 points. 4 th Grade: 7/12 (58%) increased by 10 points. 5 th Grade: 3/11 (27%) increased by 10 points.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Professional Development Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
STAR Assessments	ELA	Yes	STAR progress monitoring reports	ANDOVER 32% (85 of the 268 students) received literacy interventions in 2014-2015
Collaboration/Data Meetings	ELA	Yes	STAR progress monitoring reports	ANDOVER Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 31 3 rd graders received RTI 26 4 th graders received RTI 28 5 th graders received RTI
	Mathematics	Yes	End of Year Assessment	ANDOVER Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 13 3 rd graders received Tier 3 RTI 18 4 th graders received Tier 3 RTI 14 5 th graders received Tier 3 RTI
SGO Training	All Content	N/A	SGO Documents	Results of student performance per SGO 100% of teachers were either effective (30%) or highly effective (70%)
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Family and Community Engagement Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Back to School Night	All Areas	YES	Sign in Sheets	Parents/students were in attendance Number of Packets sent home
Title I Breakfast	ELA & Mathematics	YES	Sign-in Sheets	Parent feedback on stations visited
Parent conferences	All Areas	YES	Sign in Sheets	Parents/students were in attendance
Home/School Communication	All Areas	YES	Daily Signature Sheets, Parent Communication Logs, Phone Call Logs, All Star Awards Assemblies, Counselors' Letters, Voice Shots, Andover's home page (nurse communications, etc.)	Weekly parent signatures Teacher Phone Logs Sign-in Sheets for Assemblies
PTO	All Areas	YES	Monthly meetings, Sign in Sheets, Meeting Minutes, Funding Field Trips, Art Show, Fundraising, recruiting flyer, volunteer list	Sign in Sheets, Parent and Student Involvement
ELL Parent Nights	ELLs	YES	Sign-in Sheets and agendas Information shared Handouts	Parents and students in attendance

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Debra Shelly

Debra Shelly

June 19, 2015

Principal's Name

Principal's Signature

Date

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . ."

2015-2016 Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2014-2015 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	STAR Assessments, NJ Model Curriculum Assessments	<p>ANDOVER</p> <p>Students in grade 3 who participated in RTI increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>50% (1/2 students)</u> ½ year to 1 year gain: <u>50% (1/2 students)</u> 1-2 year gain: <u>0%</u> 2+ year gain: <u>0%</u></p> <p>Students in grade 4 who participated in RTI increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>50% (1/2 students)</u> ½ year to 1 year gain: <u>50% (1/2 students)</u> 1-2 year gain: <u>0%</u> 2+ year gain: <u>0%</u></p> <p>Students in grade 5 who participated in RTI increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>50% (1/2 students)</u> ½ year to 1 year gain: <u>50% (1/2 students)</u></p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		1-2 year gain: <u>0%</u> 2+ year gain: <u>0%</u>
Academic Achievement - Mathematics	End of year assessments	ANDOVER 76 Students in Grade 3: 85% met benchmark on the EOY Test 58 Students in Grade 4: <u>63%</u> met benchmark on the EOY Test 41 Students in Grade 5: <u>54%</u> met benchmark on the EOY Test
Family and Community Engagement	Sign-in sheets for activities and volunteers	Some events are well attended, and others are not. There are various activities to expose parents to the curriculum and best practices such as Title Breakfasts (22 attended), conferences (182 attended), Open House (124), monthly All Star Assemblies (150 over 9 months), end of year awards assemblies (85), Grandparents' Day (94), Scarecrow Night (29), Spelling Bees (27), in class plays (29), PTO meetings (50 over 10 months), and ELL nights. Andover had a total of 248 parent volunteers, and 75 parents in attendance at the Awesome Games.
Professional Development	Needs Assessment Danielson data District PD Plan School PD Plan Professional Development Surveys Reflection/Evaluation forms	The assessments measures provide the leaders and staff with the ability to identify the school's progress toward effective learning communities, shared leadership, adequate resources, data driven design, research-based knowledge, ongoing evaluation, quality teaching and lesson design, high expectations, collaborative efforts and family involvement. The Scip Team reviews teacher input and develops the PD Plan for the school. Once submitted to Central Office, a district plan is created. 100% of the teaching staff attended NJ mandatory trainings in the areas of Asthma, Dyslexia, Harassment Intimidation and Bullying, Building Security, Law Enforcement Operations and School Safety and Security and Suicide.
Homeless	Math End of Year Assessments STAR Assessments	<u> 3 </u> Students in Grade 3: <u> 33 </u> % met benchmark in mathematics <u> 3 </u> Students in Grade 4: <u> 100 </u> % met benchmark in mathematics

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p><u>5</u> Students in Grade 5: <u>40</u> % met benchmark in mathematics</p> <p>Students in grade 3 increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>50% (1/2 students)</u> ½ year to 1 year gain: <u>0%</u> 1-2 year gain: <u>50% (1/2 students)</u> 2+ year gain: <u>0%</u></p> <p>Students in grade 4 increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>33% (1/3 students)</u> ½ year to 1 year gain: <u>33% (1/3 students)</u> 1-2 year gain: <u>33% (1/3 students)</u> 2+ year gain: <u>0%</u></p> <p>Students in grade 5 increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>0%</u> ½ year to 1 year gain: <u>60% (3/5 students)</u> 1-2 year gain: <u>20% (1/5 students)</u> 2+ year gain: <u>20% (1/5 students)</u></p>
Students with Disabilities	Math End of Year Assessments STAR Assessments	<p><u>16</u> Students in Grade 3: <u>75</u> % met benchmark in mathematics</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		<p><u>18</u> Students in Grade 4: <u>17</u> % met benchmark in mathematics <u>15</u> Students in Grade 5: <u>20</u> % met benchmark in mathematics</p> <p>Students in grade 3 increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>35% (6/17 students)</u> ½ year to 1 year gain: <u>12% (2/17 students)</u> 1-2 year gain: <u>53% (9/17 students)</u> 2+ year gain: <u>0%</u></p> <p>Students in grade 4 increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>33% (6/18 students)</u> ½ year to 1 year gain: <u>11% (2/18 students)</u> 1-2 year gain: <u>44% (8/18 students)</u> 2+ year gain: <u>11% (2/18 students)</u></p> <p>Students in grade 5 increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>20% (3/15 students)</u> ½ year to 1 year gain: <u>20% (3/15 students)</u> 1-2 year gain: <u>40% (6/15 students)</u> 2+ year gain: <u>20% (3/15 students)</u></p>
English Language Learners	Math End of Year Assessments	ANDOVER

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	STAR Assessments	<p>8 Students in Grade 3: <u>100</u> % met benchmark in mathematics</p> <p>0 Students in Grade 4: <u>NA</u>% met benchmark in mathematics</p> <p>2 Students in Grade 5: <u>100</u> % met benchmark in mathematics</p> <p>Students in grade 3 increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>0</u>% ½ year to 1 year gain: <u>25% (2/8 students)</u> 1-2 year gain: <u>63% (5/8 students)</u> 2+ year gain: <u>13% (1/8 students)</u></p> <p>Students in grade 4 increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: N/A ½ year to 1 year gain: N/A 1-2 year gain: N/A 2+ year gain: N/A</p> <p>Students in grade 5 increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>50% (1/2 students)</u> ½ year to 1 year gain: <u>50% (1/2 students)</u> 1-2 year gain: <u>0</u>% 2+ year gain: <u>0</u>%</p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Economically Disadvantaged	Math End of Year Assessments STAR Assessments	<p><u>68</u> Students in Grade 3: <u>82</u> % met benchmark in mathematics <u>78</u> Students in Grade 4: <u>59</u> % met benchmark in mathematics <u>56</u> Students in Grade 5: <u>50</u> % met benchmark in mathematics</p> <p>Students in grade 3 increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>16% (11/69 students)</u> ½ year to 1 year gain: <u>16% (11/69 students)</u> 1-2 year gain: <u>54% (37/69 students)</u> 2+ year gain: <u>13% (9/69 students)</u></p> <p>Students in grade 4 increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>38% (30/78 students)</u> ½ year to 1 year gain: <u>26% (20/78 students)</u> 1-2 year gain: <u>31% (24/78 students)</u> 2+ year gain: <u>5% (4/78 students)</u></p> <p>Students in grade 5 increased their independent reading level, using the STAR Assessment, according to the following gains: Under ½ year gain: <u>25% (14/56 students)</u> ½ year to 1 year gain: <u>25% (14/56 students)</u> 1-2 year gain: <u>36% (20/56 students)</u> 2+ year gain: <u>14% (8/56 students)</u></p>

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture	Attendance Records Suspension Records Marking Period Awards and Assemblies HIB Reports Student Surveys Staff Surveys	2014-2015 attendance records indicate 95.5% for 3 rd grade, 94.6% for 4 th grade, and 95.2% for 5 th grade . The 2014-2105 Suspension Rate was 2.7% as there were 7 students suspended throughout the year. Survey information is used to identify shared beliefs and priorities and to determine areas of strength and areas in need of change. Schedules, curriculum, organization of programs, and various practices reflect the school's culture, and helps create an "engaging" and "supportive" school for students, parents, staff, and community. Marking Period Awards Assemblies and Celebrations are used to recognize and reward positive behavior.
Leadership	Staff and parent surveys Principal's PDP	Survey information provides leaders with insight on the skills and personal attributes that will move the organization toward positive change. Multiple measures are reviewed throughout the school year.
School-Based Youth Services	Not Applicable	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Narrative

1. What process did the school use to conduct its needs assessment?

At the Andover-Morris Elementary School, 100% of the teachers participated in a review of literacy and mathematics data during the 2014-2015 school year.

The data used to conduct an Annual Comprehensive Needs Assessment at Andover-Morris/Green Street Elementary School includes student performance in Language Arts and Mathematics. Pre and post reading ability is identified using the STAR Assessments. Literacy and math benchmark tests are given and analyzed to determine student instructional needs.

Student behavior is monitored through the Andover-Morris School Code of Conduct and SHARP Intervention Team. Student incidents are recorded and reviewed on a monthly basis. A Harassment, Intimidation and Bullying survey was conducted with students, parents and staff to monitor building climate.

A Title I Survey was completed this school year for Title I Parent Involvement. Parents are surveyed and polled each year to measure parent knowledge of instructional programs, student success rates and parent satisfaction. Attendance is monitored on a daily basis with policies and procedures in place to address absenteeism.

The school principal made daily visits to classrooms and met periodically with staff to discuss student data both individually and as teams, to look at individual needs of students, trends in the classrooms, and appropriate interventions needed for at-risk students as well as results of current interventions taking place.

2. What process did the school use to collect and compile data for student subgroups?

Scores from grades three through five were disaggregated and examined. The data from STAR Assessments, benchmark tests, and work samples are compiled by grade level and reported for the total school, general population, and for each subgroup based on ethnicity, gender, economic status English Language Learners and special education. The results are maintained with the classroom teacher and literacy teacher. Individual student files and teacher class files are utilized in planning programs and instruction. Student assessment information is stored in Genesis and is available for teacher and administrator review. Results are reported to parents via the District

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Report Card, and used more frequently, to analyze individual student progress during Title I Collaboration Meetings and SHARP /PAC meetings. The ELL teacher, Special Education teachers, and Title I teachers also maintain records on subgroups for achievement comparisons. Math data is gathered through the use of assessments provided through the enVision Math Program. Data is then analyzed and maintained in a database. PARCC scores for both ELA and Mathematics will provide additional data regarding student achievement.

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?¹

Our methods/assessments are research based as recommended by the State of New Jersey and the Center on Response to Intervention. We are confident that this information is statistically sound as proven through the longitudinal tracking of students. The conditions in which the instruments have been applied are controlled by the administrator of the test, enhancing the internal validity of the assessment. Teachers have been trained in the administration and interpretation of the assessments.

4. What did the data analysis reveal regarding classroom instruction?

Student data information revealed those students that are at risk and experiencing a level of difficulty within the classroom in ELA and Mathematics as well as those students who need more intensive instructional interventions. Teachers identified at risk students and referred them to the Student Help and Referral Program. This team meets two times each month and is comprised of: teachers, a social worker, a school nurse, a guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom. This information is maintained on the district database system and the students are reviewed throughout the year.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Professional development was driven by district initiatives, student need and changes in the Common Core. Teachers along with administrators, the Directors of Elementary Curriculum and the Literacy and Math Coaches, determine student needs, analyzed common assessments and examined student work. Teachers are able to collaborate on in service days or with substitute coverage

¹ Definitions taken from Understanding Research Methods” by Mildred Patten
Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

when held on student days. Professional Learning Communities during the 2014-2015 school year focused on data analysis and making decisions on appropriate interventions needed for individual students. Ongoing professional development includes state mandated trainings. We will continue to focus our professional development on interventions and programs that best meet the needs of our students.

6. How does the school identify educationally at-risk students in a timely manner?

Results of student progress are on-going throughout the school year. This is accomplished through the utilization of the STAR Assessments, enVision Benchmark assessments, and monthly data review. In addition to these measures, student data is compared to the results on pre and post assessments. Students who failed to meet benchmark proficiency levels are targeted in literacy and math and provided with focused instruction. Teachers identify at risk students to our Response to Intervention / Student Help and Referral Program Team. Our team meets two times each month or more often if needed. It includes teachers, social worker, school nurse, guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom.

7. How does the school provide effective interventions to educationally at-risk students?

Analysis of student progress is on-going throughout the school year to determine the appropriate interventions and the flexible grouping to best meet the needs of the students. Progress Monitoring provides the formative assessments needed to ensure growth.

8. How does the school address the needs of migrant students?

Migrant needs are not currently present in our district.

9. How does the school address the needs of homeless students?

Results of student progress are on-going throughout the school year. This is accomplished through the utilization of the STAR Assessments, enVision Benchmark assessments, and monthly data review. In addition to these measures, student data is compared to the results on pre and post assessments. It will also be compared to PARCC assessment results. Students who failed to meet benchmark proficiency levels are targeted in literacy and math and provided with focused instruction. Teachers identify at risk students to our

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Response to Intervention / Student Help and Referral Program Team. Our team meets two times each month or more often if needed. It includes teachers, social worker, school nurse, guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom.

- 10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Participation structures are ongoing at Andover-Morris School through teacher surveys, teacher in-service meetings, ongoing teacher collaboration, Professional Improvement opportunities, and common planning times. Teachers review Success Maker Data, STAR Assessment data, and enVision Math Benchmark data in order to improve instruction in literacy and math. Curriculum development opportunities include on-going curricula alignment to the Common Core. Classroom management initiatives include implementation of concepts and strategies into classrooms, with subsequent data analysis on student incentive programs. Teachers who were members of the district RTI committee investigated and selected interventions and universal screenings to be used to determine students who are at risk. New teachers are paired with mentors to address student needs. Many teachers are included in curriculum committees at the district level in both planning and evaluating student work.

New teachers are paired with mentors to address student needs. Teachers have the opportunity to be included in curriculum committees at the district level in both planning and evaluating student work.

- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

Our fifth grade students have an information session provided by the middle school teachers to prepare them for a move-up day visitation and orientation. The students visit the middle school to shadow a 6th grade student and become familiar with the building schedule and routines. In addition, a grade 5-6 Book and Dessert night is held in which the students and their parents all read the same book and then come to the middle school to participate in activities relating to that book.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The data used to conduct an Annual Comprehensive Needs Assessment at Andover-Morris Elementary School includes student performance in English Language Arts and Mathematics. Pre and post reading ability from the STAR Assessments and enVision Math Benchmark data yielded the needs. PARCC results for grades 3-5 will also be utilized. Survey information collected from students, parents and staff is also utilized to analyze data regarding the climate of the school and HIB initiatives.

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts	Mathematics
Describe the priority problem using at least two data sources	STAR Assessments and Benchmark Testing reveal that <u>58</u> % of 3 rd graders, <u>44</u> % of 4 th graders, and <u>52</u> % of 5 th graders started the 2014-2015 school year below benchmark.	enVision Math Topic Tests, Benchmark Assessments and Beginning of the Year and End of the Year Benchmark Assessments indicated that 100% of 3 rd graders, 98% of 4 th graders, and 100% of 5 th graders started the 2014-2015 school year below benchmark.
Describe the root causes of the problem	Students are beginning school with major gaps in their education, due to lack of parent stability and value of education from the home, which causes teachers to have to intervene with programs that are well below grade level.	With the change in the standards, students lack the pre-requisite skills and life experience creating gaps in their understanding of the grade level standards. This requires teachers to fill the gaps with interventions and pre-teaching prior to exposing students to grade level skills.
Subgroups or populations addressed	All students, Students with Disabilities, Economically Disadvantaged, ELL, Homeless	All students, Students with Disabilities, Economically Disadvantaged, ELL, Homeless
Related content area missed		
Name of scientifically research based intervention to address priority problems	Fountas and Pinnell LLI System System 44 READ 180S Orton-Gillingham Phonics for Reading	enVision Math Interventions VMath Live Sumdog Focus Math
How does the intervention align	All programs are research based and align with the	All programs are research based and align with the

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

with the Common Core State Standards?	Common Core State Standards	Common Core State Standards.
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SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Family and Community Engagement	
Describe the priority problem using at least two data sources	Review of PTO sign in sheets showed less than 1% of parents attended the meetings during the 2014-2015 school year, and sign in sheets from the beginning of the year Title Breakfast indicated that 22 parents attended.	
Describe the root causes of the problem	Students are beginning school with major gaps in their education, and it is difficult to have a strong relationship with parents of students who are significantly below grade level.	
Subgroups or populations addressed	All Students, Students with Disabilities, Economically Disadvantaged, Homeless, ELL	
Related content area missed	ELA and mathematics	
Name of scientifically research based intervention to address priority problems	PTA's National Standards for Family-School Partnerships and Joyce Epstein's Framework for Six Types of Parent Involvement	
How does the intervention align with the Common Core State Standards?	Provides families with information creating supportive learning environments, establishing effective school-to-home communications, strengthening families' knowledge and skills to support and extend their children's learning, engage families in school planning, leadership, and volunteering opportunities.	

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school:</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Fountas and Pinnell Leveled Literacy Intervention	ELA	All Students	Classroom Teachers, Title I Teachers, Paraprofessionals, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	Texts are matched to children’s reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.
Read 180/System 44	ELA	At Risk Students/Special Ed Students	Classroom Teachers, Title I Teachers, Special Education Teachers, Paraprofessionals, Building	Improved STAR Assessments and Common Core Benchmark Assessments	The SRI effectively evaluates each student’s Independent reading ability through a valid measurement of reading accuracy, fluency, and comprehension. READ 180 is a research-based intervention

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
			Administrator, Director of ELA, Title I Coordinator		program for struggling readers in Grades transitional 3 and above. By combining small-group learning, adaptive software, independent reading, and direct teacher instruction, <i>READ 180</i> provides a comprehensive solution that helps students become automatic, fluent readers. <i>READ 180</i> meets the guidelines for No Child Left Behind and is now in use in over 14,000 classrooms across the country. <i>System 44</i> is the breakthrough foundational reading and phonics intervention technology program for the most challenged readers in Grades 3–12+. <i>System 44</i> includes state-of-the-art adaptive reading technology that delivers direct, explicit, research-based foundational reading and phonics instruction as well as engaging, high-interest print materials for student practice in reading, writing, and spelling.
enVision Math Focus Math	Mathematics	General Population, Special Education, ELL, Economically	Classroom Teachers, Title I Teachers, Special	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
		Disadvantaged, Homeless	Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	assessment in grades 1 and 2.	and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
VmathLive	Mathematics	At-Risk Students Tier 2	Classroom Teachers, Special Ed Teachers, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Module Assessments, PARCC scores Students scoring in the 60 – 79% range on the EOY assessment from previous year will be included in the following year's Tier 2 RTI group. 80% of the students in this group will reach a mastery score level of 80 points or higher.	VMathLive is a scaffolded program with problems-specific step-by-step hints and onscreen tutoring focused on visual representations of math concepts with both English and Spanish audio. The learning path is structured so that students work sequentially through a year's worth of math, and they are encouraged to stay on track with messaging, badges, trophies, points, and other engagement strategies. Students can use VMathLive's new Play component for 20 different games that focus on mental math skills found in the Common Core State Standards . When VMathLive is used as a stand-alone supplemental program, the activities are aligned with lessons of popular core print

SCHOOLWIDE COMPONENT: Reform Strategies

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					programs, Common Core State Standards , and other state standards.

*Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;</i>					
Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
Extended Day Program Literacy	ELA	General Population, Special Education, ELL, Economically Disadvantaged, Homeless	Principal and Teachers	Improved STAR Assessments and Common Core Benchmark Assessments	Reading A-Z pays close attention to the National Reading Panel's recommendations and other research findings when developing its reading resources. The student and teacher resources on the Reading A-Z Web site have been developed to reflect the instructional practices and reading strategies that are best supported by research findings from a wide variety of sources. The resources also correspond to the findings of the Put Reading First federal initiative. The results are organized

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					<p>around five key areas of reading instruction--phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>Discovery Education offers a breadth and depth of digital media content that is immersive, engaging and brings the world into the classroom to give every student a chance to experience fascinating people, places, and events. All content is aligned to state standards, can be aligned to custom curriculum, and supports classroom instruction regardless of the technology platform.</p>
Extended Day Program Math	Math	Students scoring in the 70 – 80 % range on the MOY assessment	Math Coach Principal Teachers	Students will show an increase of 5 points on a pre/post assessment	Researchers from John Hopkins University used data from the Baltimore Beginning School Study to examine the long-term educational consequences of summer learning differences by family socio-economic level. The study concluded that the achievement gap between high-low socioeconomic statuses is mainly traced to differential summer learning over the elementary school years. Researchers found

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					that the amount of reading done outside of school was consistently related to gains in reading achievement.
Summer Reading Program	ELA	All Students	Classroom Teachers, Special Education Teachers, ESL Teacher, Title I Teachers, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments Student Reading Logs	Researchers from John Hopkins University used data from the Baltimore Beginning School Study to examine the long-term educational consequences of summer learning differences by family socio-economic level. The study concluded that the achievement gap between high-low socioeconomic statuses is mainly traced to differential summer learning over the elementary school years. Researchers found that the amount of reading done outside of school was consistently related to gains in reading achievement.
Morning Math Crew	Mathematics	At-risk students	Math Coach Teachers	Improved End of the Year Assessment	VMathLive new learning pedagogy offers scaffolded help with problems-specific step-by-step hints and onscreen tutoring focused on visual representations of math concepts with both English and Spanish audio. The learning path is structured so that students work sequentially through a year's worth of math, and they are

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)
					encouraged to stay on track with messaging, badges, trophies, points, and other engagement strategies. Students can use VmathLive's new Play component for 20 different games that focus on mental math skills found in the Common Core State Standards . When VmathLive is used as a stand-alone supplemental program, the activities are aligned with lessons of popular core print programs, Common Core State Standards , and other state standards.

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Collaboration Meetings	ELA Math	All Staff	All Staff	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).
Charlotte Danielson Model/Framework: Domain 4	All Areas	All Staff	All Staff	Evaluation	The Framework for Teaching is a research-based set of components of instruction, grounded in a constructivist view of learning and teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation process, thus linking all those activities together and helping teachers become more thoughtful practitioners.
Common Core State Standards	ELA Math	All Staff	All Staff	All teachers will reference the CCSS in their lesson plans.	The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					<p>whatever they read.</p> <p>Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.</p> <p>These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.</p> <p>In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent</p>

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
					the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

SCHOOLWIDE COMPONENT: Reform Strategies

Evaluation of Schoolwide Program

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/ technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Literacy Breakfast	ELA	All Students	Title I Teachers, Title I Coordinator, Director of ELA, Building Administrator	Sign in sheets & reflections Follow up surveys sent to all parents Parent information packets	Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to: - Earn higher grades and test scores, and enroll in higher-level programs; - Be promoted, pass their classes , and earn credits; - Attend school regularly; - Have better social skills, show improved behavior, and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002).
Family Math Night	Mathematics	All Students	Teachers, Math Coach, Director of Mathematics, Title I	Sign in sheets & reflections Follow up surveys sent to all parents Parent information packets	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
			Coordinator, Building Administrator		student outcomes.
Back to School Night	All Areas	All Students	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	Sign in sheets & reflections Follow up surveys sent to all parents Parent information packets	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
Parent-Teacher Conferences	All Areas	All Students	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	Sign in sheets Goal is for 100% Parent participation in Parent – Teacher Conferences. Parents and students meet with their teachers at the end of the first marking period. This enables them to review each student's progress and to discuss any potential student concerns.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
ELL Family Night	All Areas	ELL Students	ELL Teacher Director of Literacy	Sign in sheets 100% of the parents attending will receive information pertaining to assistance for ELL students.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

A strong home-school connection reinforces and strengthens positive academic and social behaviors in literacy and mathematics. Two "Back to School" sessions, four parent-teacher conference days, parent communication logs, and parent surveys during the 2015-2016 school year address the importance of ongoing communication between the parents and the school regarding literacy and mathematics. Title I activities for the 2015-2016 school year will include literacy/math breakfasts, shared student-parent/grandparent reading, literacy nights, and family math night. These programs focus on parent involvement in literacy and math instruction. In addition, the PTO will play a major role in providing parent involvement activities. Parents will be invited to participate and volunteer their time throughout the school year with various classroom and after-school activities. Monthly assemblies recognizing student achievement will be attended by parents to build a strong family/school relationship.

2. How will the school engage parents in the development of the written parent involvement policy?

A parent represents the parent community as a member on the school committee responsible for reviewing the parent involvement policy, revising and updating the policy. The policy is provided to the PTO for input and the policy is available on the school website.

3. How will the school distribute its written parent involvement policy?

The Andover-Morris School Parent Involvement Policy will be found on the school website and in the student handbook.

4. How will the school engage parents in the development of the school-parent compact?

The school-parent compact will be a result of the end-of-the-year survey given to parents. Parents across grade levels will have an opportunity for input during the evaluation process.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

5. How will the school ensure that parents receive and review the school-parent compact?

Initially parent compacts will be distributed to all parents in the “first day” packet. Each student’s compact will be checked in when returned. Compacts will be categorized by student alphabetically and by teacher. Families that do not return a compact will be contacted directly by telephone or letter.

6. How will the school report its student achievement data to families and the community?

Assessment (State and in-house) and other statistical data will be collected and presented to parents at the Title I Literacy and Math Breakfast. In addition, information will be presented to the Board of Education and Public at Board Meetings which will be held twice monthly. Statistical information will also be found on the district webpage.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

Parents will be notified through a district mailing.

8. How will the school inform families and the community of the school’s disaggregated assessment results?

The school’s assessment data is accessible on the district webpage and the NJ Department of Education website.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

The Andover-Morris PTO Executive Committee will act as the liaison to parents and families. Information obtained through the Parent Survey will be used in developing the Unified Plan as well as through building level parent, teacher focus groups.

10. How will the school inform families about the academic achievement of their child/children?

Parents will receive individual student assessment results such as the PARCC, 4th grade NJ ASK Science, STAR Assessments and Math Benchmark Test. Results and explanations of the results will be delivered via progress reports, parent conferences, or through the mail.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

11. On what specific strategies will the school use its 2013-2014 parent involvement funds?

Parent Involvement funds will be used to conduct the Title 1 Breakfast, Parent Workshops on the new enVision program, RTI, and PARCC, supporting learning over the summer, family literacy nights at the beginning and end of the year, and classroom activities. Funds will again be used for educational programs that meet the needs of our students and to establish a positive culture for learning.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	26	Competitive salaries and benefits; Continuous Professional Development activities; Paid continuing education credits; Include teachers in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)		Paraprofessionals must have required 48 college credits; Competitive salaries and benefits; Continuous Professional Development activities. Include paraprofessionals in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*		

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>The district's goal is to recruit the most qualified individual for a particular position, and then provide that person the support they need so they will want to remain in the district servicing our students, staff and the community. The focus is on making the future, rather than simply faceting it. Recruitment is done on an on-going basis, and as the need arises. The district participates in relevant college recruitment fairs and advertises for vacant positions in local and regional newspapers. In addition, the employment process is implemented through our website (www.pburgsd.net). Appropriate Public Relations materials are available for all potential employees. This material includes PSD Belief Statement, Teacher Standards, information on professional development, facilities, a district profile and programs offered.</p> <p>An effective Induction system and mentoring program is in place designed to retain teachers and education service professionals. The Induction Program includes the social processes associated with ensuring new employees are made aware of and embrace the norms and values of the group. It also assures they possess the skills, attitudes and habits of the mind necessary to fulfill the roles they are assigned. The Phillipsburg School District Induction Program for teachers and all educational service professionals includes a two day orientation program in the summer, quarterly induction seminars, and mentoring. Mentors provide intensive coaching, feedback, and demonstration at the earliest stages of entry.</p>	<p><i>Central Administration</i> <i>Professional Mentors</i> <i>Principals</i> <i>District Directors</i></p>